

Board Office Use: Legislative File Info.	
File ID Number	20-2332
Introduction Date	12/9/20
Enactment Number	20-1793
Enactment Date	12/9/2020 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date December 9, 2020
Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval of the 2020-2021 School Plan for Student Achievement (SPSA) for Oakland High School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Oakland High School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2020-2021 School Plan for Student Achievement (SPSA)

School: Oakland High School
CDS Code: 1612590135905
Principal: Matin Abdel-Qawi
Date of this revision: 5/26/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Matin Abdel-Qawi
Address: 1023 MacArthur Blvd.
Oakland, CA 94610

Position: Principal
Telephone: 510-874-3676
Email: matin.abdel-qawi@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/26/2020
The District Governing Board approved this revision of the SPSA on: 12/9/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Oakland High School

Site Number: 304

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/26/20

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Matin Abdel-Qawi

Matin Abdel-Qawi

6/19/2020

Principal

Signature

Date

Charlene Johnson

Charlene Johnson

6/19/2020

SSC Chairperson

Signature

Date

Lucia Moritz

Lucia Moritz

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

6/24/2020

Director, Strategic Resource Planning

Signature

Date

2020-21 SPSA ENGAGEMENT TIMELINE**School Site:** Oakland High School**Site Number:** 304

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/9/20	SSC	Reviewed and approved Title I and Title IV expenditures for 20-21
5/26/20	SSC	Reviewed and approved SPSA

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$718,736.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,484,286.00

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$493,272.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$162,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$10,608.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$1,223,150.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$214,856.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$1,380,400.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$718,736.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$2,765,550.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$3,484,286.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Oakland High School

School ID: 304

School Description

Oakland High School, the oldest and most diverse comprehensive high school in the city, is a rigorous, full service community school with a proud tradition of academic achievement, student leadership and alumni support. We routinely send graduates to notable public and private universities. Our mission is to provide an excellent education to all of our students in a safe environment where they are encouraged to pursue personal and social growth and achieve academically. Students are expected to be self-directed, responsible, respectful individuals who make positive contributions to the greater community.

Incoming freshman are welcomed into our “9th grade families” structure, where groups of students share the same core academic teachers and benefit from that supportive teacher team working closely with an assistant principal, counselor and case manager. In 10th grade, students join one of six career-themed pathways where that same supportive team structure continues and they have opportunities for work-based learning, internships and integrated curriculum. All students also have access to various AP, Honors and Community College Dual Enrollment courses offered on campus. Additionally, we have a unique Newcomer Program to support the needs of newly arrived students.

Beginning in the 2016-17 school year, we will have an 8-period block schedule. Students will take a total of 8 classes but will only have four 90-minute classes each day. As a result, class sizes will be smaller, students will have the opportunity to take more courses and earn more credits and the longer periods will increase quality instructional time. At Oakland High, students can express their school spirit through participation in student government and leadership classes, 50 active clubs and service organizations, and 20+ interscholastic sports teams.

School Mission and Vision

The vision for each Oakland HS graduate is to be successful in college, career, and community. Our graduates are academic achievers, effective communicators, self directed citizens who make positive contributions to their community.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:

Priority Strengths

Root Causes of Strengths

<p><i>College/Career Readiness</i></p>	<p>In 2018-2019, 57.4% of our 12th graders met their A-G Requirements. This is a 2.7% increase from the 2017-2018 school year. Our Graduation Rate went up from 81% in the 2017-2018 school year to 82% in 2018-2019. Since 2016/2017 there has been an increase of 11.9% of Latinos taking a dual enrollment course and an increase of 20.4% of Asian students taking a dual enrollment course. Female students taking a dual enrollment course has increased by 5.1% since 2016/2017. Dual Enrollment Eng 1A has been offered every semester since Spring 2017 with a successful passing rate of C - Fall 2018 and Fall 2019 97% passing rate with a "C" or better.</p>	<p>Having the funding to support an administrator, a case manager, and a counselor for every pathway. Dual Enrollment course offerings are standard since 2016.</p>
<p><i>Focal Student Supports</i></p>	<p>Chronic absenteeism among AA students reduced from 31.6% in 2017-18 to 18.8% in 2019-20. Special Ed students cohort grad rate increased from 56.8% in 2017 to 59.2% in 2019. Newcomer graduation rate rose from 40.6% in 2017 to 67.3% in 2019.</p>	<p>Support pods allow for more follow up with students and families, case management, and other supports. Strong pathway culture including high level of collaboration amongst teachers to support students. High level of collaboration between SPED teachers and mainstream teachers, including integration in pathways. Continuing development of RISE as pathway, including administrative support, and support from CTE coach, and RISE social worker.</p>

<p><i>Student/Family Supports</i></p>	<p>In 2018-2019 CHKS survey: 74.8% of parents who filled out the survey felt welcomed to participate at the school, 77.7% responded that staff is supportive, 41.43% of parents who filled out the survey have met in person with teachers. In 2018/2019 66% of OHS students were served by the Wellness Center - 28% were AA, 37% Latino, 26% Asian/Pacific Islander, 52% were female and 48% were male. 96% of OHS students were satisfied with overall experience. Since 2017 there has been over 330+ cost referrals of which most are 9th grade referrals and the majority of referrals have been for Africn American and Latino students.</p>	<p>-Pods of support for each 9th grade family/Academy includes Academic Counselor, Case Manager, Administator - Academic/Mentor Programs and resources to fund AAMA, Latino Leadership, Mam class for SIFE students- Wellness Center including after school academic support, student clubs, student sports, health services, Cost referrals - Parent Groups including SSC, SELLS, PTA-Academy/family focus on case management on meeting agenda and data dives on grades and attendance</p>
<p><i>Staff Supports</i></p>	<p>Pathway / Family supports for teachers Pathway / Department led PD TILT - building leadership within the teacher group and ddrressing teacher needs / growth as a team New Teacher Group Admin, Case manager, counselor support for teachers and students Pathway coach CTE Coaches Work Based Learning Liason (Tatiana) Wellness center - staff wellness and supports for students so staff can refer them. PAR assistance program On site coaching by master teacher and admin Strong staff culture 9th grade family & pathway PLC External conferences</p>	<p>Being wall to wall pathway Having Pathway / Department leads Programing such that teachers are either all in one pathway/ family and to minimize sharing of teachers between pathways Visionary leadership and budgeting to support the admin, case manager, counselor triad Budget for both coaches Having a well run wellness center with a leader who has been at the helm for 8+ years District PAR coaches available for coaching and allowing teachers to be able to volunteer. Teacher had a free period to coach teachers in need, admin focus on evaluation and feedback Purposeful teambuilding and family/pathway structure</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>College/Career Readiness</i></p>	<p>Number of 9th, 10th, and 11th grade classroom presentations by Future Center staff and counselors. The number of opportunities for underclassman to go on college tours. Currently 33.8% of our 9th graders are not on track to graduate on time. 42% of 10th, 43.8% of 11th, and 35.8% of 12th. Funding, aligning our college tours with pathways. Since 2016/2017 there has been a decrease of 29.6% of AA students taking a dual enrollment course and a 4% decrease of male students taking a dual enrollment course. Since 2016/2017 there has been a decrease number of student enrolled in a dual enrollment.</p>	<p>We don't do enough CCR in the lower grades due to insufficient staffing, competing priorities, and the level of support our seniors require. Counselors need to do better in target recruitment of AA students and male students for dual enrollment. Decrease of dual enrollment courses since 2016 in order to effectively fill classes with the minimum requirement of 25 students (count) for each DE course. Continue to survey OHS students on dual enrollment course offerings to increase participation rates amongst AA, males. Align OHS dual enrollment course offerings with Peralta degrees and certificate programs.</p>
<p><i>Focal Student Supports</i></p>	<p>There continues to be a significant achievement gap in which graduation rates (as well as A-G completion rates) of Latino, SPED, and Newcomer students is much lower than other groups. In particular, the graduation rate 2019 for students with IEPs was 59.2% as opposed to 86.4% for non-SPED students. While the overall graduation rate was 82.2% in 2019, the graduation rate for Latino students was 66.7%, and for newcomers it was 67.3%.</p>	<p>Students with learning disabilities, as well as students entering high school several years or more below grade level require a level of support that we have not been able to effectively provide in many cases, despite significant effort.</p>
<p><i>Student/Family Supports</i></p>	<p>In the 2018/2019 Parent Chks Survey 52.1% of those who participated were unable to answer or that their student did not participated in after school programs. 46% of parents replied does not apply or my studentd does not attend after school programs to support in reinforcing the skills that helps with schoolwork. 43.4% of parents that took the survey indicated that they almost have never met with teachers.</p>	<p>Not enough parent communication to showcase after school academic support services. Student and parent buy in to participate in after school tutorial sessions. We don't do enough outreach to parents to coordinate meetings with teachers. Families/Pathway teams need to increase parent communication.</p>

<i>Staff Supports</i>	At least 3 teachers are shared between pathways - potentially conflicting PD / meeting times Availability of some trainings for teachers (rj, de escalation) Consistency in response to interventions Lack of coaching for specific needs (new teachers with emergency credentials)	Scheduling conflict Budget constraints, cut in personnel Inconsistent paperwork process or lack of paperwork completed
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1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: By May 2023, 73% of seniors will graduate meeting A-G requirements.

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	81.0%	n/a	90.0%
On Track to Graduate: 9th Grade	All Students	TBD	Coming soon	n/a	75.0%
On Track to Graduate: 11th Grade	All Students	TBD	Coming soon	n/a	75.0%
A-G Completion	All Students	TBD	54.7%	n/a	65.0%
College/Career Readiness	All Students	TBD	Coming soon	n/a	55.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-54.0	n/a	-30.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	18.8%	n/a	60.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Grade 11 Students	+15 points DF3	-145.8	n/a	-120.0
CAST (Science)	All Grade 11 Students	TBD	15.1%	n/a	20.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023: By May 2023, African American students will increase their SBAC score by 80 points higher than the 2018-2019 baseline.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-129.5	n/a	-89.5
SBAC ELA	African-American Students	+20 points DF3	-86.5	n/a	-46.5
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	37.3%	n/a	27.3%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	Students with Disabilities	+20 points DF3	-245.1	n/a	-125.1
SBAC Math	African-American Students	+20 points DF3	-197.2	n/a	-77.2

Instructional Focus Goal: Increase EL graduation rates to 85% for an increase of 10% from the previous year.

ELL Reclassification	English Learners	Reclassify 16%	3.5%	n/a	35.5%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	6.1%	n/a	6.1%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: Students and families feel connected with a caring adult on campus.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	49.9%	n/a	55.0%
Suspensions	All Students	-2pp	4.1%	n/a	3.0%
Suspensions	African-American Students	-2pp	10.1%	n/a	9.0%
Suspensions	Students with Disabilities	-2pp	11.7%	n/a	8.0%
Chronic Absence	All Students	-2pp	33.3%	n/a	21.0%
Chronic Absence	African-American Students	-2pp	44.1%	n/a	34.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: By May 2023 we will increase our teacher retention rate by 5%.

School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Retention	Teachers	n/a	85.2%	TBD	90%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

In terms of equitable distribution of financial resources, all students at Oakland High benefit from the same level of funding across all grades and all programs. In terms of access to effective and experienced teachers our math department tends to have the highest level of turnover. Over the last three years we've had an average return rate of 61.8% as compare to the district rate of 47.7%. Only one other comprehensive high school has an average next year return rate higher than Oakland High.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Oakland High School	SPSA Year Reviewed: 2019-20
SPSA Link: 19-20 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
2019-20 Enabling Conditions	
Related School Goals:	See 2019-20 SPSA.
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We are pleased with the overall implementation of our 19 - 20 SPSA. In the area of leadership and vision we were fortunate to have all key leaders return for another year with the exception of one AP. With consistent leadership amongst the teachers and administration we were able to continue building on all the trademark structures and goals already in place. Key areas that support student success like wall to wall pathways, 9th grade families, admin support teams, dual enrollment, least restrictive environment, and new comer program are all continuing to thrive, be reflective, and get better.	
What evidence do you see that your strategic actions are effective?	
A strategic action that we doubled down on is Project based Learning. We had over 60% of our teachers participate in the OUSD PBL PD last summer. Teachers continued working on the projects through the year in collaboration with CTE coaches, pathway coaches and district partners. The projects the teachers created were implemented throughout the year. PLTW and LSJ partnered with Y-Plan to work on real life problems in our city. They had the opportunity to share their findings with city planners, UC Berkley transportation researchers, and others in the transportation industry. Their projects were well received with Cal professors stating that their work is at the college level.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We don't plan to make any changes. We will continue to stay focused on the goals we've established.	
2019-20 Language & Literacy Focal Area	
Theory of Change:	If we focus on reading more complex text and If we focus on reading more compl If we focus on re: If we focus on re: If we focus on re:
Related School Goals:	See 2019-20 SPSA.
Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We began the process of creating 9th grade reading classes to take the place of or at least supplement the 9th grade creative writing classes. These classes would have been the primary opportunity to step up our efforts to focus on reading more complex text. This didn't get the traction we had hoped it would. With a shift in staffing we didn't have the expertise on site nor the leadership capacity to support this goal the way we wanted to.	
What evidence do you see that your strategic actions are effective?	
The use of the interim SBAC was intended to both help us measure and help our students prepare for the SBAC. Unfortunately, our teachers boycotted the Interims this year as an action against the districts failure to implement the new contract.	

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area

Theory of Change:	If we significantly increase the resources invested in the 9th grade to support all 9th graders to increase their appreciation for reading then all 9th graders will be better readers as evidenced by increased SRI scores, asking more questions, better attendance, fewer disciplinary infractions, and an increase in all measures of climate and culture on the CHKS survey.
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The strategic actions outlined in the 19-20 SPSA were implemented.

What evidence do you see that your strategic actions are effective?

A team representing various roles across campus met regularly to discuss, reflect, and plan around 9th grade interventions and support. From that, various ideas were generated and will be tested

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be shifting our RA & CTE focal areas to focus more on CTE and Dual Enrollment for next year. Our revised Theory of Action is: If we increase the opportunities for students to engage with Project-Based Learning curriculum that aligns to pathway/CTE theme, with plentiful opportunities to learn about related careers and work-ready essential skills, students' education will be more rigorous and relevant to their interests and future aspirations, possibly leading to students being more prepared for a Graduate Capstone project that aligns with pathway theme. Additionally, if we tailor our dual enrollment offerings to align with student interest through surveying students, more students will participate, therefore increasing college readiness and course passage rates.

2019-20 Work-Based Learning Focal Area

Theory of Change:	If we provide every scholar in a pathway with multiple, strategic opportunities to engage industry experts than our scholars will significantly increase their awareness of careers and entrepreneurial opportunities within the pathway theme. Then our scholars will graduate with a plan and a clear understanding of their interest which will assist them with identifying their college and career goals. Then our scholars will become positive and productive citizens.
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The Work Based Learning Liaison (WBLL) worked with pathways, 9th grade families, African American Achievement, and Latino Men & Boys group facilitators to implement a variety of career awareness, career exploration, career preparation, and career readiness activities. These included: 1) 9th grade career day; 2) workshops to support career readiness (internship/job applications, resume development, cover letter writing, and mock interview support); 3) hosted onsite Summer Expo for community partners to share summer jobs, internships, college access, and leadership program opportunities with students, 4) coordinated monthly work based learning for AAMA, Latino Men & Boys, and RISE; 5) invited internship hosts to present internship opportunities; 6) Coordinated on-campus presentations with employers and job training programs targeting seniors entering the workforce immediately after graduation; 7) 11th grade teachers provided class time to complete resumes and prepare for mock interviews; 8) 3 ECCCO internship teachers were hired. Due to COVID-19 several presentations, career exploration visits, senior career fair, career themed college visits, mock interviews, and Job Corps visit were all cancelled.

What evidence do you see that your strategic actions are effective?

Career Day: All 9th grade students participated, 60 professionals participated, 85% of student participants reported the event was a valuable learning experience and helped them to consider a career based on their interests. Hired a Work Based Learning Assistant to support students 1-on-1 and in small groups with applications, resumes, cover letters, and mock interview support. WBLLA conducted 100 1-on-1 help sessions. Additionally, 94 volunteers were recruited to review resumes and conduct mock interviews. Volunteers included: pathway partners, Oakland High Alumni, school community partners, and retirees. Hosted a Summer Expo featuring 33 community organizations offering summer internships, jobs, and college access programs. 100% of 11th and 10th grade students participated. AAMA, Latino Men & Boys, and RISE participated in monthly work based learning through: application support, guest speakers, internship presentations, and professional skill building workshops. Monthly workshops led by the National Association on Black Accounts included 10-15 professional volunteers of color every month. Hosted 16 internship presentations. As a result 65 students participated in school year internship programs. Six of the presentations were for summer internship opportunities, as a result of COVID-19 these organizations have not yet selected all of their interns and/may or may not have summer internship programs. Hosted 4 presentations highlighting careers and job training programs that do not require a college degree targeted at seniors who plan to enter the workforce immediately after high school. Oakland Fire Department certified 80 students in CPR. There were 152 summer interns in 2019. An increase of 67% from last summer.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



2019-20 Comprehensive Student Supports (CSS) Focal Area

<p>Theory of Change:</p>	<p>If we build positive and supportive relationships; If we provide a safe environment; If we have a common vision for all students; If we have a school structure and staff that supports the school's vision; If we have supports and interventions accessible to the diverse needs of our students; If we provide rigorous academics; If we provide opportunities to strengthen literacy skills;</p> <p>Then students will graduate and be ready for college and life endeavors.</p>
<p>Related School Goals:</p>	<p>See 2019-20 SPSA.</p>

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Most of our strategic actions were fully implemented, such as having dedicated Case Managers, Assistant Principals, and School Counselors for a 9th Family & Academy; having an AAMA Facilitator to support Kings; having a Health and Wellness Center that facilitates COST and offers wide range of services to support youth who are homeless, in foster care, with disability, or economically disadvantaged; an active Culture & Climate and Team that focused on implementing intervention for most disengaged students & increasing student voice in the planning of culture & climate activities; and having a Future Center with dedicated staff to support student with college preparation. The strategic actions that were partially implemented or not implemented at all were mostly incentives for students and staff. Another action that was not implemented was a partnership with CAMP because we could not find suitable candidates for the mentor positions.

What evidence do you see that your strategic actions are effective?

The metrics that we wanted to use to show impact were not implemented due to school closures. These metrics include CHKS survey or satisfaction surveys for students who were connected to a service from COST. Some of the other metrics are not yet available (i.e. graduation or enrollment to a 2 or 4 year college). However, below are a few evidences of effectiveness prior to school closure:

- Suspension rate for African Americans were at 7.3% of African American, which is 1% less (5 students) than the year before at this time of year
- Creation of a student culture and climate team, which consist of 11 students. We had 2 half day planning retreats around their experience, looking and understanding data, and creating action plan to address priorities.
- 258 out of 379 COST referrals accepted services. These services included individual counseling, mentoring/ coaching, case management, and group counseling.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With school closures and the COVID-19 pandemic, we want to make sure that our actions are aligned with the needs of the school community. We laid out actions in Part 3: Strategies and Action — LCAP Goal #3 that hope to uplift student needs as a result of distant learning and COVID-19, and reestablish a culture and climate that supports all students.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

n/a

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Oakland High School

School ID: #N/A

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Priority:	Oakland High will increase the numbers and percentage of students graduating college and career ready as measured by A-G completion.
School Theory of Change:	<p>If we provide opportunities for credit recovery by having an 8-period schedule;</p> <p>if we provide additional counseling and support services in the form of administrative support teams (counselor, case manager, Asst. Principal);</p> <p>If we provide smaller, theme-based learning communities (pathways) to provide more connected, meaningful and personalized learning opportunities;</p> <p>If we provide a coordinated system of academic and college counseling, leveraging our school counselors and college access partners;</p> <p>then we will be able to increase the percentage of our students who graduate with A-G completion.</p>
Related School Goal:	By May 2023, 73% of seniors will graduate meeting A-G requirements.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	Pathway admin works in partnership with pathway directors and teachers to identify students in need of intervention; Admin and support team provide intervention and case management for students who are receiving Ds and Fs.	Student Needs Protocol Data Sheets	
1-2	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	Admin will work with Academic Counselors, and College Readiness Partners to schedule and conduct classroom presentations	Counselor and College Readiness Partners schedules; lesson plans; observations	

1-3	Summer enrichment program for students who need to recover credits in English 1, Algebra 1 and/or Biology	Admin will plan and implement summer enrichment program for students to recover credits from core 9th grade classes.	Summer Enrichment program enrollment, master schedule, and grade documents	There continues to be a significant achievement gap in which graduation rates (as well as A-G completion rates) of Latino, SPED, and Newcomer students is much lower than other groups. In particular, the graduation rate 2019 for students with IEPs was 59.2% as opposed to 86.4% for non-SPED students. While the overall graduation rate was 82.2% in 2019, the graduation rate for Latino students was 66.7%, and for newcomers it was 67.3%.
1-4	Academic counselors proactively work with students who need credit recovery to make sure they get registered for summer school	Admin works with Academic counselors to insure that applications are in by deadline	summer school transcripts; spreadsheet indicating applications turned in	

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	
School Priority:	Individualize student learning and have high expectations for all students.
School Theory of Change:	If we have students set academic SMART goals; If we use data to inform our instruction; If we have high expectations for all students; If we focus on individual students; then our focal student groups will demonstrate growth.
Related School Goal:	By May 2023, African American students will increase their SBAC score by 80 points higher than the 2018-2019 baseline.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Set aside time to have students create academic SMART goals at the beginning of the year and review goals each quarter.	Pathway admin team works closely with teachers to ensure that time and support is provided for students to create and review SMART goals.	Each student creates academic SMART goals. Copy of students' SMART goals shared with admin team. Review dates set in Calendar.	
2-2	Provide professional development that empowers teachers to use data to inform their teaching. Provide professional development that emphasizes high expectations and different learning styles.	Admin team provides time and space for professional development and procures the expects to facilitate trainings.	Teacher sign in sheets for professional developments sessions. Teachers discuss data in grade level/department meetings regularly.	
2-3	Provide tutors for students in areas of need.	Pathway admin team works closely with S.W.A.G. to make sure students in danger of failing are referred for tutoring and receive the services.	Students who are provided tutoring services will show academic growth.	
2-4	Connect students with Future Center.	Pathway admin team works closely with the Future Center to make sure each student is aware of services and each student learns the steps necessary to obtain their long term after high school goals.	Future Center maintains a list of students' internships and progress for plans after high school.	

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Priority: To reestablish a positive culture and climate that is informed by needs of our school community.

School Theory of Change:		<p>If we build positive and supportive relationships; If we provide a safe environment; If we have a common vision for all students; If we have a school structure and staff that supports the school's vision; If we have supports and interventions accessible to the diverse needs of our students; If we provide rigorous academics; If we provide opportunities to strengthen literacy skills;</p> <p>Then students will graduate and be ready for college and life endeavors.</p>		
Related School Goal:		Students and families feel connected with a caring adult on campus.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	Develop needs assessment & support administration of needs assessment prior to school starting. Summarize learnings and develop action plan to address needs.	Needs assessment questionnaire, summary of findings, and an action plan.	
3-2	Facilitate healing spaces for classes.	Create healing spaces for teachers; identify teachers' needs with transition back to in-school learning & identify action plan; Develop healing circle agenda template & sample agendas for classes; provide coaching or co-facilitation of circles	Agendas, # of teachers who participate in healing spaces, and # of teachers who holds healing circles	
3-3	Refer students to COST team that may need small group or individualized supports.	Partner with Providers, students, and families to develop a holistic support plan for students in COST.	# of COST referrals, # of referrals connected to service	

3-4	Facilitate on-going community building with students	Provide and model community building amongst staff during family/ Pathway meetings, faculty meetings, and professional development days.	Meeting agendas	
3-5	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	Strengthen multi-tiered system and supports for Chronic Absence. Include role of case managers.	Meeting agendas; updated MTSS for chronic absense	
3-6	Create a re-entry plan for students who have been suspended	Develop a holistic re-entry support plan for students who have been suspended in collaboration with teachers, support teams, and partners on campus.	Re-entry support plans	
3-7	While communicating with families, help identify parents who want to be more involved in school wide planning or supports.	Establish texting platform to communication with families (i. e. Talking Points); Create a team to focus on parent participation - outreach and participation in existing teams (i.e. SSC)	Established partnership with Talking Points	
3-8	Engage students in School-wide expectation (PROPS)	Redefine School-wide expectations and practices to align what staff and students needs (PROPS)	Updated PROPS matrix	

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Priority: High Quality Teacher Retention

School Theory of Change:	<p>If we retain high quality teachers:</p> <p>Then the the students and the community benefit from the consistency of an adult who cares for the work, the community, and the students.</p> <p>Then we support long term relationship building that builds trust and increases student connection to school.</p> <p>Then we increase graduation rates.</p>			
Related School Goal:	By May 2023 we will increase our teacher retention rate by 5%.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers who need credentials will enroll in education programs	Refer teacher to district programs for support.	The number of non-credentialed teachers will decrease from the previous year.	
4-2	Teachers teaching at high quality as evidenced by the OETF rubric	Teacher evaluation / coaching feedback based on OETF rubric	Teachboost Heatmap average data should be 2.5 or higher	
4-3	Teachers participate in common planning with pathway / family	Design a master schedule that will support common preps; Admin will be available at common planning times to support teachers as needed	Master schedule with common preps; Administrators attending meetings with their teams	
4-4	Teacher participating in external coaching (PAR, peer, district coaches, etc) if available.	Provide coaching information and connect teachers to supports.	Numbers of teachers volunteering for coaching.	
4-5	Participate in professional development opportunities outside of Oakland High and OUSD	Pay for and support teachers in identifying external professional development opportunities.	Track the number of teachers participating in external PD opportunities	
4-6	Teachers participate in the hiring process.	Include teachers and students in the interview process for hiring.	Having at least one teacher and one student at each hiring panel.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority:		English Learner students continuously develop their language, reaching English fluency in six years or less.		
School Theory of Change:		<p>If we continue to develop the RISE academy to build rigorous academics, CTE and comprehensive student support;</p> <p>If we develop protocols to support newcomer students transition into general education;</p> <p>If we develop ELD 5 curriculum with central purpose to support EL lanuguage development;</p> <p>If we increase the number of ELD 5 course offering for EL students;</p> <p>If we create teacher PD with focus on language aquisition to increase literacy skills for all EL students.</p> <p>Then EL graduation rates will increase.</p>		
Related Goal(s):		Increase EL graduation rates to 85% for an increase of 10% from the previous year.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	RISE teacher collaboration and cross curricular planning on PBL, integrate pathway theme into content areas.	Prioritize meeting times for RISE academy to collaborate, prioritize funding sources to support RISE as a developing academy	RISE agendas, PBL units and student work	
5-2	Participate in PD - EL strategies, lesson planning for integrated ELD (developing language in all content areas)	Prioritize meeting times for PD at OHS, refer teachers to ELLMA office PD	PD Calander	
5-3	Data dives including: ID ELL, undersdanding reclassification, ELPAC data	Work with family/academy leads to create agendas for ELL data dives	Family/Academy agendas	
5-4	Teaching a designated course- ELD 5	Funding to support ELD 5 Curriculum development and increase the number of ELD 5 course offerings	ELD 5 Curriculum	

PROPOSED 2020-21 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
The purpose of this expenditure is to provide tutors for students in areas of need.	\$214,856	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Provide tutors for students in areas of need.	304-1
The purpose of this expenditure is to hire a STIP sub to allow teachers to collaborate within pathways and have grade level meetings.	\$58,967	LCFF Supplemental	1105	Certificated Teachers' Salaries	102	STIP Teacher	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-2
The purpose of this expenditure is to purchase school office supplies for teachers and students to support their efforts to engage in rigorous academics	\$85,198	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	304-3
The purpose of this expenditure is to purchase paper for teacher and students to make the copis that are connected to the core curriculum	\$9,864	General Purpose Discretionary	4350	Paper	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	304-4
The purpose of this expendture is to move thes dollars to the appropriate org as we determine the schools need based on distance learning.	\$17,372	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide professional development that empowers teachers to use data to inform their teaching. Provide professional development that emphasizes high expectations and different learning styles.	304-5
The purpose of this expenditure is to be able to pay OUSD's departments to fix things at oakland High that need repairing	\$5,000	General Purpose Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	304-6
The purpose of this expenditure is to mail information to families to keep them informed of important information to help support their students education.	\$5,000	General Purpose Discretionary	5724	Mail Services/Postage	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-7

The purpose of this expenditure is to for service contracts and maintenance for our copy machines	\$20,000	General Purpose Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Set aside time to have students create academic SMART goals at the beginning of the year and review goals each quarter.	304-8
The purpose of this expenditure is to pay the salary of our textbook clerk who is responsible for ordering, distributing and collecting books for all of our students	\$57,044	LCFF Supplemental	2405	Clerical Salaries	233	Textbook Clerk	1.00	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Academic counselors proactively work with students who need credit recovery to make sure they get registered for summer school	304-9
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$75,991	LCFF Supplemental	1105	Certificated Teachers' Salaries	252	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers teaching at high quality as evidenced by the OETF rubric	304-10
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$73,177	LCFF Supplemental	1105	Certificated Teachers' Salaries	26	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers teaching at high quality as evidenced by the OETF rubric	304-11
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$56,072	LCFF Supplemental	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers teaching at high quality as evidenced by the OETF rubric	304-12
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$74,905	LCFF Supplemental	1105	Certificated Teachers' Salaries	3920	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers teaching at high quality as evidenced by the OETF rubric	304-13
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$72,652	LCFF Supplemental	1105	Certificated Teachers' Salaries	4114	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers teaching at high quality as evidenced by the OETF rubric	304-14
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$36,843	LCFF Supplemental	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers teaching at high quality as evidenced by the OETF rubric	304-15

The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$21,836	LCFF Supplemental	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.34	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers participate in common planning with pathway / family	304-16
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$22,832	LCFF Supplemental	1105	Certificated Teachers' Salaries	4756	Teacher, Structured English Immersion	0.30	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers participate in common planning with pathway / family	304-17
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$15,221	LCFF Supplemental	1105	Certificated Teachers' Salaries	4815	Teacher, Structured English Immersion	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teacher participating in external coaching (PAR, peer, district coaches, etc) if available.	304-18
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$49,353	LCFF Supplemental	1105	Certificated Teachers' Salaries	4831	Teacher, Structured English Immersion	0.60	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-19
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$100,137	LCFF Supplemental	1105	Certificated Teachers' Salaries	599	Teacher Department Head	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-20
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$49,353	LCFF Supplemental	1105	Certificated Teachers' Salaries	6186	Teacher, Structured English Immersion	0.60	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-21
The purpose of this expenditure is to pay the salary of a counselor that will support our students with meeting A-G requirements.	\$67,884	LCFF Supplemental	1205	Certificated Pupil Support Salaries	6572	Counselor	0.80	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Connect students with Future Center.	304-22
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$48,550	LCFF Supplemental	1105	Certificated Teachers' Salaries	909	Teacher, Structured English Immersion	0.60	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teaching a designated course-ELD 5	304-23

The purpose of this expenditure is to pay for .20 of an admin II's salary who will support the operation of the school's many offices	\$27,448	General Purpose Discretionary	2405	Clerical Salaries	654	Administrative Assistant II	0.20	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Refer students to COST team that may need small group or individualized supports.	304-24
The purpose of this expenditure is to pay teachers on an extended contract to hold an advisory class once per week for 9th graders	\$215,696	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-25
The purpose of this expenditure is to pay for the salary of the Manhood Development Program teacher	\$45,982	LCFF Supplemental	5733	Manhood Development Program, AAMA Facilitator	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers teaching at high quality as evidenced by the OETF rubric	304-26
The purpose of this expenditure is to pay for the salary of the tech support specialist who is responsible for maintaining all of the technology on campus	\$87,643	LCFF Supplemental	5737	IT Computer Tech	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers participate in common planning with pathway / family	304-27
The purpose of this expenditure is to buy the necessary materials and supplies for students that most in need	\$28,675	Low-Performing Students Block Grant	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Participate in PD - EL strategies, lesson planning for integrated ELD (developing language in all content areas)	304-28
The purpose of this expenditure is to purchase books and equipment for the library to get the library up to 21st century standards	\$34,430	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-29
The purpose of this expenditure is to hire a STIP sub to allow teachers to collaborate within pathways and have grade level meetings.	\$58,971	Measure N	1105	Certificated Teachers' Salaries	4754	STIP Teacher	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Participate in PD - EL strategies, lesson planning for integrated ELD (developing language in all content areas)	304-30

The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$42,387	Measure N	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.66	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-31
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$53,275	Measure N	1105	Certificated Teachers' Salaries	4756	Teacher, Structured English Immersion	0.70	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-32
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$75,958	Measure N	1105	Certificated Teachers' Salaries	6187	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-33
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$9,777	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7573	11-Month Classroom TSA	0.10	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-34
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$18,394	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7519	11-Month Classroom TSA	0.10	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-35
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$18,394	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7756	11-Month Classroom TSA	0.10	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-36
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$18,394	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7757	11-Month Classroom TSA	0.10	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-37
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$18,394	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7758	11-Month Classroom TSA	0.10	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-38

The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$18,394	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7760	11-Month Classroom TSA	0.10	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-39
The purpose of this expenditure is to pay the salary of a counselor that will support our students with meeting A-G requirements.	\$91,169	Measure N	1205	Certificated Pupil Support Salaries	7185	Counselor	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Academic counselors proactively work with students who need credit recovery to make sure they get registered for summer school	304-40
The purpose of this expenditure is to pay the salary of a case manager that supports students with the coping skills necessary to navigate obstacles that get in the way of learning	\$98,439	Measure N	2405	Clerical Salaries	1897	Case Manager 20	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	304-41
The purpose of this expenditure is to pay the salary of a case manager that supports students with the coping skills necessary to navigate obstacles that get in the way of learning	\$97,048	Measure N	2405	Clerical Salaries	1762	Case Manager 24	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	304-42
The purpose of this expenditure is to pay the salary of a case manager that supports students with the coping skills necessary to navigate obstacles that get in the way of learning	\$98,439	Measure N	2405	Clerical Salaries	2555	Case Manager 24	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	304-43
The purpose of this expenditure is to pay the salary of a case manager that supports students with the coping skills necessary to navigate obstacles that get in the way of learning	\$93,911	Measure N	2405	Clerical Salaries	3797	Case Manager 24	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	304-44
The purpose of this expenditure is to pay the salary of a case manager that supports students with the coping skills necessary to navigate obstacles that get in the way of learning	\$122,142	Measure N	2405	Clerical Salaries	7258	Case Manager 24	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	304-45

The purpose of this expenditure is to give each of the 5 pathways an allocation to support their Linked Learning efforts	\$84,160	Measure N	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Connect students with Future Center.	304-46
The purpose of this expenditure is to pay the salary of an admin assistant that will manage the massive amount of MN documents	\$76,960	Measure N	2405	Clerical Salaries	7252	Administrative Assistant I, Bilingual	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Pathway admin works in partnership with pathway directors and teachers to identify students in need of intervention; Admin and support team provide intervention and case management for students who are receiving Ds and Fs.	304-47
The purpose of this expenditure is to pay the salary of an AP that will be the administrator over one of the 5 pathways	\$118,125	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	7391	Assistant Principal, High School	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Pathway admin works in partnership with pathway directors and teachers to identify students in need of intervention; Admin and support team provide intervention and case management for students who are receiving Ds and Fs.	304-48
The purpose of this expenditure is to pay the salary of an AP that will be the administrator over one of the 5 pathways	\$47,284	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	4115	Assistant Principal, High School	0.30	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Admin works with Academic counselors to insure that applications are in by deadline	304-49
The purpose of this expenditure is to pay the salary of the College and Career liaison responsible for supporting students with developing their post secondary plans	\$71,131	Measure N	2305	Classified Supervisors' and Administrators' Salaries	3513	Coach College/Career Pathways	0.50	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Connect students with Future Center.	304-50
The purpose of this expenditure is to pay the salary of the Work Based Learning Liaison that supports the 5 pathways	\$94,992	Measure N	2205	Classified Support Salaries	4183	Site Liaison, Work-Based Learning	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Connect students with Future Center.	304-51
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$23,784	Title I: Basic	1105	Certificated Teachers' Salaries	1773	Teacher, Structured English Immersion	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-52

The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$36,569	Title I: Basic	1105	Certificated Teachers' Salaries	6186	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-53
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$30,443	Title I: Basic	1105	Certificated Teachers' Salaries	4815	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-54
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$32,367	Title I: Basic	1105	Certificated Teachers' Salaries	909	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-55
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$33,962	Title I: Basic	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Pathway admin team works closely with S.W.A.G. to make sure students in danger of failing are referred for tutoring and receive the services.	304-56
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$34,318	Title I: Basic	1105	Certificated Teachers' Salaries	392	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Partner with Providers, students, and families to develop a holistic support plan for students in COST.	304-57
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$36,569	Title I: Basic	1105	Certificated Teachers' Salaries	2210	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Facilitate healing spaces for classes.	304-58
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$36,843	Title I: Basic	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	304-59
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$51,262	Title I: Basic	1105	Certificated Teachers' Salaries	2443	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Facilitate on-going community building with students	304-60

The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$56,072	Title I: Basic	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teaching a designated course-ELD 5	304-61
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$66,401	Title I: Basic	1105	Certificated Teachers' Salaries	1654	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-62
The purpose of this expenditure is to purchase computers that will assist students accessing the core curriculum	\$50,000	Title I: Basic	4420	Computer < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	304-63
The purpose of this expenditure is to purchase computer supplies that will assist students accessing the core curriculum	\$3,913	Title I: Basic	4315	Computer Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	304-64
The purpose of this expenditure is to purchase equipment that will assist students accessing the core curriculum	\$10,000	Title I: Basic	4410	Equipment < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Design a master schedule that will support common preps; Admin will be available at common planning times to support teachers as needed	304-65
The purpose of the expenditure is to pay for the services of a consultant responsible for engaging parents, guardians, and families	\$10,608	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers teaching at high quality as evidenced by the OETF rubric	304-66
The purpose of this expenditure is to purchase books that will assist students accessing the core curriculum	\$33,150	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Academic counselors proactively work with students who need credit recovery to make sure they get registered for summer school	304-67



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

Oakland High School

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

At Oakland High School all students are provided with course schedules all four years that allows them to meet California's A-G requirements. All teachers at Oakland High School have full credentials or are in the process of obtaining one. In the 9th grade all students are in 9th grade families supported by a small group of teachers. All students in grades 10 - 12 are in one of 6 Linked Learning pathways supported by a small group of teachers. The families and pathways are supported by an admin team that consist of an assistant principal, academic counselor, and a case manager.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parents have unlimited opportunities to meet with teachers during the school year. Parents can email teachers directly or they can get the assistance of the admin team to facilitate scheduling a meeting. Parents can also participate in the annual back to school event in the fall and the open house in the spring. Case managers also support coordination of SST meetings & IEP meetings to allow for greater participation and collaboration between families, teachers, and administration.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Progress report cards are mailed home to parents every six weeks. When a student isn't at least meeting expectations teachers will notify parents on the report card with a notice that the student is in "danger of failing" and/or "contact teacher at once". Once the meeting is scheduled the teacher will explain what the student needs to do to be successful in the class. Teachers will both call home and email parents with updates regarding student progress and seek translation assistance when appropriate.

- 4) Provide parents reasonable access to staff.**

Parents of Oakland High students can meet with teachers, counselors, and administration when requested.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Parents interested in volunteering, participating in their child's class, or observing classroom activities must get approval from the participating teacher and appropriate administrator at least 24 hours in advance. When applicable, parents have the opportunity to chaperone field trips off campus.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

During registration and throughout the school year parents will be able to set up their student's ABI account. The ABI account can be used to monitor their student's attendance and grades. Parents wanting additional information and support can request a meeting with their student's teachers, counselor, and case manager.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Staff members are encouraged to and supported with engaging families as partners in supporting students with being successful in school. The five admin teams in collaboration with their team of teachers meet weekly to discuss students of concern and reach out to parents to develop a plan to make sure their student is achieving. Administration provides professional development to teachers around cultural humility when communicating with families.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Oakland High School's teachers and admin team make themselves available to meet with parents whenever a request is made by a parent. Oakland High School will distribute brochures, fliers, and announcements in translated languages.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Oakland High School on Thursday, May 7, 2020, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before May 28, 2020.



Signature of Principal

5/7/2020

Date



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Oakland High School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Parents can access the following website <https://www.cde.ca.gov> for specific information on the state standards and assessments
- Parent can set up their students ABL account to monitor their attendance and grades
- Parents can schedule meetings with their student's teachers and counselor

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Oakland High School staff will communicate with parents whenever we identify a student that isn't at least meeting standards
- Oakland High School's Wellness Center is the primary resource on campus to connect our students with community based organizations positioned to support families with ensuring their student's academic success.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Oakland High will host an annual Title I meeting near the beginning of the school year.

The school communicates to families about the school's Title I, Part A programs by:

- Annual Title 1 meeting

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- During Oakland High School's annual Back-to-School event teachers will distribute their course syllabus that includes the course curriculum, how the student will be assessed, and the grading policy
- Parents can schedule a meeting with their student's teachers to review the course syllabus

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Website, Robo calls and email

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Contacting school administration and scheduling opportunities to volunteer at least 24 hours in advance

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Passing out the OUSD Student and Family Handbook during registration

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Having this topic on the August professional development day agenda.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- scheduling a meeting with their student's teachers and counselor upon request

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Attending monthly SSC meetings and the annual Title I meeting.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Sending robo calls and emails in our student languages

The school provides support for parent and family engagement activities requested by parents by:

- Scheduling meetings with the appropriate school staff

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Hiring a parent liaison and case managers to support parents with their efforts to support their student's academic goals

Adoption

This policy was adopted by the Oakland High School School Site Council on _____ and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Matin Abdel-Qawi

Name of Principal



Signature of Principal

5/7/2020

Date

Please attach the School-Parent Compact to this document.

School Site Council Membership Roster

Oakland High School

School Name: Oakland High School

School Year **2019-20**

Chairperson : Charlene Johnson	Vice Chairperson: Thomas Wooding
Secretary: Vu Nguyen	

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent /Com	Student
Matin Abdel-Qawi		X				
Percy Foster				X		
Vu Nguyen			X			
Thomas Wooding			X			
Carmen Mandic			X			
Charlene Johnson					X	
Cindy Oludayo					X	
Nicole Wiggins					X	
Selena Lu						X
Jenie Rose Galicia						X
DAC Representative						
Home Ph.	Email:					

Meeting Schedule	The 3rd Thursday of every month from August 2019 to May 2020
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SSC Legal Requirements:

1. Members MUST be selected/elected by peer groups;
2. There must be an equal ratio of school staff to parent/community/student members;
3. There must be an equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. Students are required members of the High School SSC Parent/community members cannot be employees at the site.